

WACCAMAW ELEMENTARY

251 Claridy Road
Conway, SC 29526

Grades	PK-5 Elementary School	
Enrollment	679 Students	
Principal	Barbara Ammons	843-347-4684
Superintendent	Dr. Cynthia Elsberry	843-488-6700
Board Chair	Will Garland	843-358-8002

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Excellent	Excellent
2009	Good	Good
2008	Good	Average
2007	Average	Good
2006	Good	Below Average

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

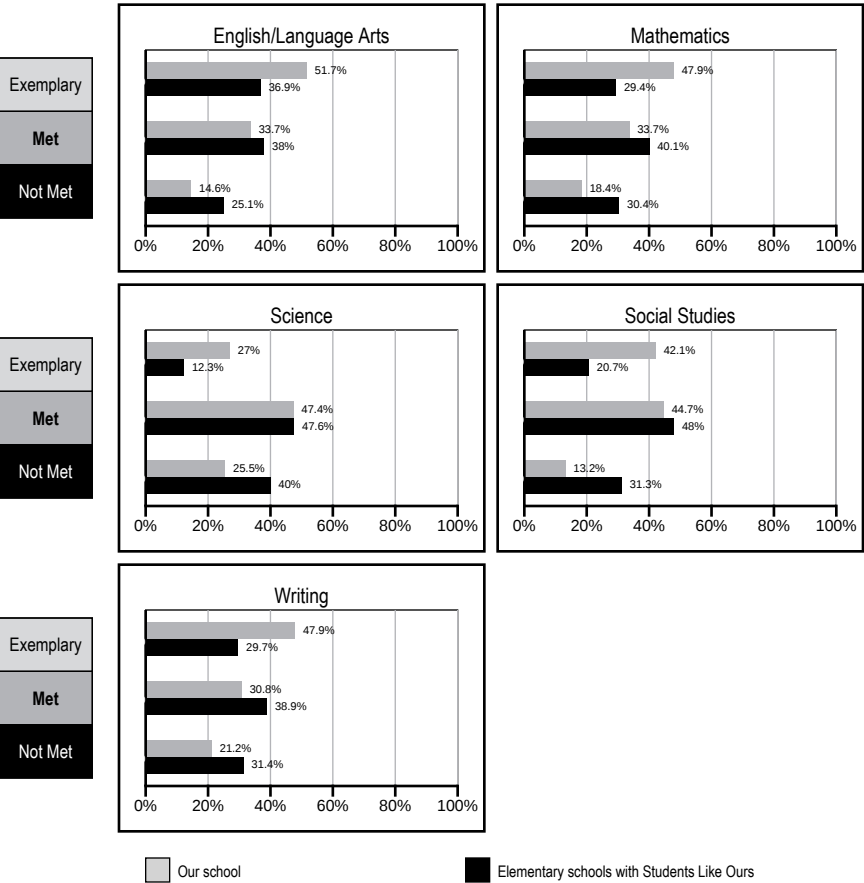
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 97%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
2	18	101	9	0

* Ratings are calculated with data available by 03/09/2011.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=679)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.3%	Down from 0.7%	1.4%	1.2%
Attendance rate	95.5%	No Change	95.7%	96.1%
Eligible for gifted and talented	17.3%	Up from 13.7%	10.3%	11.7%
With disabilities other than speech	11.1%	Down from 12.6%	8.9%	8.0%
Older than usual for grade	0.4%	No Change	0.5%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.3%	Up from 0.1%	0.0%	0.0%
Teachers (n=42)				
Teachers with advanced degrees	73.8%	Up from 61.7%	60.5%	60.5%
Continuing contract teachers	90.5%	Up from 80.9%	85.7%	84.6%
Teachers with emergency or provisional certificates	0.0%	Down from 2.4%	0.0%	0.0%
Teachers returning from previous year	90.4%	Down from 92.8%	87.6%	87.0%
Teacher attendance rate	93.7%	Down from 94.5%	94.9%	95.4%
Average teacher salary*	\$50,092	Up 2.6%	\$47,077	\$47,288
Professional development days/teacher	12.8 days	Down from 20.1 days	10.9 days	10.5 days
School				
Principal's years at school	11.0	Up from 10.0	4.0	4.0
Student-teacher ratio in core subjects	19.8 to 1	Up from 17.6 to 1	19.2 to 1	19.2 to 1
Prime instructional time	87.9%	Down from 88.9%	89.7%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$8,905	Up 15.2%	\$7,541	\$7,548
Percent of expenditures for instruction**	67.4%	Up from 66.8%	67.4%	68.7%
Percent of expenditures for teacher salaries**	62.1%	Up from 47.4%	64.5%	65.1%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

Waccamaw Elementary had a very successful year in 2009-2010. The school earned several awards from the South Carolina Department of Education. These awards included earning the Silver Award for Pass test scores, closing the Achievement Gap, and receiving the Banner Award for our PBIS (Positive Behavior Interventions and Support) program. Our school received a grant for \$2,500 from Wal-Mart to support our approach to reinforcing positive behavior through our celebrations for good behavior. Our positive community partnership with Wal-Mart earned our school a second grant of \$4,200 to install a rain garden to help the environment and to teach our students about the importance of controlling rainwater runoff. Our school was able to benefit from our love of reading through a Lowes grant of \$5,000 for new furniture to make the school's Media Center more inviting to student learners.

The gift from our community partners and volunteers has been exceedingly abundant this year. The strong community supports has allowed our students to benefit through the WES Clothes Closet stocked with new clothing thanks to the Carolina Forest Rotary Club. Our students learned about serving the community through our after school program, K-Kids, supported by the Conway Kiwanis Club. Our students were provided with school supplies when necessary from Christ Community Church. First Baptist West Church supported our school by having two food drives to help any family in need of assistance.

Our school embraced the idea of becoming an educational partner with Coastal Carolina through the Dalton and Linda Floyd Mentoring program serving our fourth and fifth graders and by providing our first graders with reading tutors.

We had several other organizations making a difference on our campus by donating their time, talents, and providing supplies to our school. We truly are a school supported through individual and community involvement. Our school's community involvement has helped us provide a school environment conducive to learning, laughing, and growing together.

Barbara Ammons, Principal
Nicole Martinez, SIC Chairperson at 843-347-4684.

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	42	98	50
Percent satisfied with learning environment	95.2%	98.0%	94.0%
Percent satisfied with social and physical environment	92.9%	94.8%	92.0%
Percent satisfied with school-home relations	88.1%	94.8%	92.0%

* Only students at the highest elementary school grade level and their parents were included.

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No Child Left Behind

School Adequate Yearly Progress	YES
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This school met 21 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance		
	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	2.0%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	2.0%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.5%	94.0%*	Yes

* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	309	100	14.6	33.7	51.7	89.2	85.4	83.5	Yes	Yes
Gender										
Male	144	100	17.9	35.1	47	88.1	82	80.1	N/A	N/A
Female	165	100	11.7	32.5	55.8	90.3	88.8	87	N/A	N/A
Racial/Ethnic Group										
White	189	100	11.8	29.2	59	92.7	89.5	89.6	Yes	Yes
African American	85	100	23.7	38.2	38.2	80.3	73.7	74.6	Yes	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	90.7	92.7	I/S	I/S
Hispanic	26	100	12	52	36	88	82.1	79.6	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	81.5	85.1	I/S	I/S
Disability Status										
Disabled	56	100	51	29.4	19.6	58.8	58.2	51.7	Yes	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	24	100	7.7	57.7	34.6	92.3	80.6	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	229	100	17.6	37.6	44.8	86.7	80.5	76.9	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	309	100	18.4	33.7	47.9	89.9	84.2	80.4	Yes	Yes
Gender										
Male	144	100	22.4	25.4	52.2	88.1	82.2	78.4	N/A	N/A
Female	165	100	14.9	40.9	44.2	91.6	86.3	82.5	N/A	N/A
Racial/Ethnic Group										
White	189	100	15.7	27.5	56.7	92.7	89.5	87.8	Yes	Yes
African American	85	100	26.3	43.4	30.3	84.2	69.8	69.3	Yes	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	94.1	93.5	I/S	I/S
Hispanic	26	100	16	48	36	88	78.3	78.3	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	82.7	83.2	I/S	I/S
Disability Status										
Disabled	56	100	51	29.4	19.6	62.7	53.9	46.1	Yes	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	24	100	15.4	50	34.6	88.5	78.7	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	229	100	21.9	37.6	40.5	87.1	78.5	72.8	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A—Not Applicable

N/AV—Not Available

N/C—Not Collected

N/R—Not Reported

I/S—Insufficient Sample

PASS Performance By Group

	Enrolment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	210	100	25.5	47.4	27	74.5	71.8	67.3
Gender								
Male	99	100	25.3	46.2	28.6	74.7	71.7	66.9
Female	111	100	25.7	48.6	25.7	74.3	71.9	67.7
Racial/Ethnic Group								
White	125	100	19.5	42.4	38.1	80.5	80.4	79.6
African American	59	100	41.5	50.9	7.5	58.5	48.8	49.7
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	81.9	84.4
Hispanic	19	100	22.2	61.1	16.7	77.8	61.9	59.4
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	80	69.5
Disability Status								
Disabled	43	100	57.5	32.5	10	42.5	37.2	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
English Proficiency								
Limited English Proficient	20	100	35	50	15	65	59.1	58.6
Socio-Economic Status								
Subsidized meals	156	100	30.8	52.4	16.8	69.2	63	55.4

Social Studies								
All Students	211	100	13.2	44.7	42.1	86.8	75.3	70.9
Gender								
Male	90	100	16.7	41.7	41.7	83.3	74.2	70.1
Female	121	100	10.6	46.9	42.5	89.4	76.5	71.7
Racial/Ethnic Group								
White	132	100	10.3	40.5	49.2	89.7	80.5	79.2
African American	57	100	22	62	16	78	59.7	58.4
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	89.9	86.8
Hispanic	19	100	11.1	33.3	55.6	88.9	74	68
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	66	71.2
Disability Status								
Disabled	39	100	33.3	47.2	19.4	66.7	43.7	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
English Proficiency								
Limited English Proficient	14	100	6.3	31.3	62.5	93.8	72.8	68
Socio-Economic Status								
Subsidized meals	155	100	15.4	51	33.6	84.6	68	60.8

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	311	99.4	20.7	31	48.3	79.3	76.8	72.1	95.5	95.8
Gender										
Male	142	99.3	29.1	35.1	35.8	70.9	69.9	65.2	95.2	95.7
Female	169	99.4	13.5	27.6	59	86.5	83.9	79.2	95.8	95.8
Racial/Ethnic Group										
White	191	100	19.3	24.9	55.8	80.7	83.2	80.8	95.3	95.5
African American	84	97.6	24.3	35.1	40.5	75.7	59.2	59.7	95.6	96.2
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	85.2	87	93.9	96.9
Hispanic	26	100	20	60	20	80	69.7	64.6	96.8	96.4
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	70.6	73.4	93.1	94.1
Disability Status										
Disabled	57	100	54.7	37.7	7.5	45.3	34.3	27.7	95	95.3
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	N/A
English Proficiency										
Limited English Proficient	24	100	23.1	53.8	23.1	76.9	67.2	63.7	97.1	96.7
Socio-Economic Status										
Subsidized meals	225	99.1	24.5	33.2	42.3	75.5	68.9	61.9	95.3	95.5

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	124	100	18.3	36.5	45.2	81.7
	4	112	100	16.7	44.4	38.9	83.3
	5	99	100	9.1	47.5	43.4	90.9
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	97	100	8.9	26.7	64.4	91.1
	4	112	100	21.9	29.5	48.6	78.1
	5	100	100	11.8	45.2	43	88.2
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Mathematics							
2009	3	124	100	27	40	33	73
	4	112	100	14.8	46.3	38.9	85.2
	5	99	100	14.1	46.5	39.4	85.9
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	97	100	21.1	23.3	55.6	78.9
	4	112	100	18.1	41	41	81.9
	5	100	100	16.1	35.5	48.4	83.9
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Science							
2009	3	62	100	25.9	50	24.1	74.1
	4	112	100	16.7	61.1	22.2	83.3
	5	50	100	16	60	24	84
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	49	100	33.3	35.6	31.1	66.7
	4	112	100	20	51.4	28.6	80
	5	49	100	30.4	50	19.6	69.6
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2009	3	62	100	19.3	47.4	33.3	80.7
	4	112	100	13	51.9	35.2	87
	5	49	100	12.2	26.5	61.2	87.8
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	48	100	13.3	28.9	57.8	86.7
	4	112	100	14.3	50.5	35.2	85.7
	5	51	100	10.6	46.8	42.6	89.4
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Writing							
2009	3	122	100	23.7	25.4	50.8	76.3
	4	113	100	22.9	35.8	41.3	77.1
	5	100	100	21	45	34	79
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	97	100	27.2	27.2	45.7	72.8
	4	113	98.2	20.2	34.6	45.2	79.8
	5	101	100	14.9	30.9	54.3	85.1
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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